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ABSTRACT

Urban school districts must initiate effective support systems to enable their human resources to respond quickly and adequately to the social and educational changes occurring in cities. This paper presents a staff development model, the components of which are planning, delivery, and needs assessment. The author stresses the need for an assessment tool developed to reflect the job description for each staff role within a school. The importance of following up personnel assessment with assistance to improve importance is discussed. The author describes the Houston Independent School District's Competency Based Teacher Development Program which focuses around four themes: (1) diagnostic and prescriptive techniques; (2) classroom management techniques; (3) teacher effective strategies; and (4) multicultural awareness. Sample forms and objectives for a staff development program are appended. (Author/MK)

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WHAT DO WE KNOW ABOUT TEACHING AND LEARNING IN URBAN SCHOOLS?

ED185158

Volume 2

Effective Teacher-Support Systems To Improve Instructional Conditions in Schools

Joseph D. Liggins
Houston Independent School District

U S DEPARTMENT OF HEALTH
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URBAN PROGRAM

WHAT DO WE KNOW ABOUT TEACHING AND LEARNING IN URBAN SCHOOLS?

Volume 2

Effective Teacher-Support Systems To Improve Instructional Conditions in Schools

Joseph D. Liggins
Houston Independent School District

Paper prepared for the National Conference on Urban Education, held in St. Louis, Missouri, July 10-14, 1978.
Conducted by the Urban Education Program, CEMREL, Inc., with support from the National Institute of Education.

CEMREL, Inc., St. Louis, Missouri

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Foreword

This monograph is one of a series of papers on the issues of instruction and learning in urban schools that were presented at a conference held July 10-14, 1978, in St. Louis, Missouri, sponsored by the Urban Education Program, CEMREL, Inc., and supported by the National Institute of Education. It is our hope that both the conference and the series of fourteen monographs that resulted from it will assist educational researchers and school practitioners in identifying and analyzing instructional and learning problems in urban school settings, and will contribute to the development of strategies for the improvement of schooling for students.

Titled "What Do We Know About Teaching and Learning in Urban Schools?", the 1978 conference focused on an examination of research findings on the teaching-learning process in areas most germaine to and under control of the schools. The key problems to which the papers are addressed are the assessment of learning outcomes and the analysis of the relationships between instructional and other inputs and learning outcomes. Important contextual issues not under the full control of schools, such as community and parental involvement and the impact of federal and state governments in improving educational opportunities, were addressed at the conference as well.

The conference was conceived, in part, as an initial step in the development of a state-of-the-art review of the most critical issues faced by educators in urban schools who struggle with the morass of general educational problems, exacerbated by decreasing public confidence in large city schools, declining student enrollment, and increasing numbers of poor and minority students. While the conference does not exhaust discussion of the problems

that are particularly significant in the urban school setting, it forms a convenient focus for viewing the larger issues affecting education in our cities.

The educational innovation and change growing out of more than ten years of effort since the passage of the Elementary and Secondary Education Act of 1965 -- the primary stimulus for federal support of research and development in education -- has had the least impact on the student populations typical of the urban school setting. With this concern as a primary consideration, ten months prior to convening the conference, CEMREL's Urban Education Program had begun work with a network of twenty big-city school districts and state departments of education in Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, Ohio, Tennessee, and Wisconsin. Thus, the conference and the research findings of national authorities was undertaken to lay a foundation for future work in urban educational research and development and to undergird present efforts at improvement of schools in the region.

The Conference Design

To guide the development of the presenters' preparation of their papers, topical questions were prepared for them by Urban Education Program Staff and a paper format was recommended. Each presenter prepared a full paper based on the topical questions and results were summarized by the writers during general sessions of the conference. Because of a wide range of perspectives held on the conference issues, discussions precipitated by reactor panels composed of other prominent researchers, practitioners, and community leaders in education followed each general conference session. More than one hundred educational researchers and practitioners from across the country attended the conference. The invited participants came from school districts and state departments of education from nineteen states; thirteen institutions of higher education; four federal agencies; numerous educational laboratories and research and development centers; and seven social service agencies.

The conference was divided into two types of sessions: general sessions, wherein the nationally recognized speakers who wrote papers presented their summaries; and forum sessions, wherein reactors helped analyze the presentations and examine the concrete recommendations put forth by the general-session speakers. All participants were encouraged to present questions and reactions during these forum sessions.

Francis S. Chase, Director of Urban Education Studies, Dallas, Texas, gave the keynote address at the opening session of the conference, a banquet on Monday evening, July 10. His topic, "Promising Developments in Urban Education," summarized field studies that he was conducting under sponsorship of the Council of Great Cities Schools and the University Council for Educational Administration under a grant from the Spencer Foundation. Chase is Professor Emeritus of the University of Chicago, where he also served as Chairman and Dean of Education for ten years.

The Conference Topics

Each of the presenters had been asked to design a paper by responding to salient topical questions, drawn up by CEMREL's Urban Education Staff. The questions that were posed originally for each of the writers are presented below. Most of the resulting papers were developed into monographs for this series.

Compensatory Education: A Congressional Perspective Christopher T. Cross Minority Staff Director Committee on Education and Labor U.S. House of Representatives.	What is the current state of the evidence concerning projected changes in legislative mandates, and what may we expect related to changes in policy governing federally funded compensatory education programs?

Effective Teacher-Support Systems to Improve Instructional Conditions in Schools Joseph D. Liggins Assistant Superintendent for Staff Development Houston Independent School District	What teacher support systems are most effective in improving instructional conditions for students? What is the role of in-service training, and what types of in-service training can be recommended to urban educators? What other resources--such as additional curricular materials, support from teacher aides and volunteers, time re-allocations, team teaching arrangements, etc.--can be demonstrated to be effective in improving students' learning opportunities? What is the state of the evidence?
Assessment That Respects Complexity in Individuals and Programs Judah L. Schwartz Professor of Engineering, Science and Education Massachusetts Institute of Technology	How can we best measure and analyze the effects of instruction on students' learning in tne major school subjects: What are the most appropriate times and strategies for measuring the effects of schooling on student learning? What do we learn from means of assessment other than standardized achievement testing? When and under what circumstances is it most appropriate to use alternative or complementary strategies for assessing program effectiveness?
Achievement Tests in Urban Schools: New Numbers Eva Baker Director Center for the Study of Evaluation University of California, Los Angeles	How can we best measure and analyze the effects of instruction on students' learning in the major school subjects? What are the most appropriate times to measure the effects of schooling on student learning? What are the cautions which should be taken into account before any attempt to evaluate the effectiveness of programs primarily on the basis on standardized achievement data, especially when the number of individual implementations is large and the actual conditions under which the implementations took place are not well documented?
Summer Drop-off and The Effectiveness of Compensatory Instruction Paul T. Hill The Rand Corporation	What has the era of compensatory education program development contributed to knowledge about achievement in the basic school subjects in urban schools? Where is the evidence? What, if anything, does the evidence indicate about methods for improving basic skills achievement? What, if any, recommendations can be made to school district planners on the basis of existing evidence?

Instructional Ingredients for the Development of Beginning Reading Competence
Isabel Beck
Co-Director
Learning Research and Development Center
University of Pittsburgh

Much research, program development, and implementation of efforts to improve achievement in basic school subjects has been concentrated in the area of reading. What approaches to instruction in reading have been successful in increasing achievement? Is there evidence that certain approaches are best suited to the needs of particular populations? Do these effects generalize to other areas of school learning, such as mathematics, social studies, and science?

A Discussion of The Literature and Issues Related to Effective Schooling
Ronald Edmonds
Director
Center for Urban Studies
Graduate School of Education
Harvard University

Are there schools that have demonstrated a higher degree of effectiveness in the delivery of instruction in the basic school subjects than others serving similar student populations (in terms of socioeconomic backgrounds, family characteristics, minority populations, etc.)? What characteristics distinguish these schools from less successful schools in similar situations? What is the evidence that the explanatory characteristics have been correctly identified, and how strong is that evidence?

The Educational Promise of Cultural Pluralism
Vera John-Steiner and Larry Smith
Department of Educational Foundations
College of Education
The University of New Mexico

How can we approach problems of teaching and learning in urban schools so that the racial and cultural diversity of the school population is recognized, respected, and utilized constructively, to the extent possible? How do we differentiate between basic academic skills, which all students need to acquire for successful participation in our hetergeneous society, and curriculum decisions which can and should be tailored to the needs and interests of different sub-cultural groups? Do students benefit from participation in racially and culturally hetero-geneous classrooms, or perhaps from certain kinds of heterogeneous instructional settings but not others? What is known about these issues, and how much consensus is there about the cultural values on which schooling must be based?

New Perspectives on School District Research and Evaluation Catherine Lyon Center for the Study of Evaluation University of California, Los Angeles	What is the role of research and development processes in improvement of instruction and learning in basic school subjects in large urban systems? In what form are these processes being applied to the teaching and learning process in urban schools? What is the evidence and how solid are the indications that use of these proceses has resulted in improved student achievement?
Effective Teaching and Learning in Urban Schools Jane A. Stallings and Shirley W. Hentzell Stanford Research Institute	Looking specifically at the interaction of student, teacher, curricular and school organization characteristics, what instructional conditions encourage achievement in basic school subjects? What evidence is there, and how good is it? How are the effects of instructional conditions on student achievement measured? On the basis of existing evidence and trends, what recommendations can be made for improving students' instructional environments?
Mathematics and The Urban Child Marilynn Suydam Center for Science, Mathematics, and Environmental Education The Ohio State University	Mathematics is a school subject which is generally considered basic, insofar as mathematical skills are required for successful adult functioning in our complex society. What evidence is there to indicate which approaches to instruction in mathematics have been successful in increasing achievement? Is there evidence that certain approaches are best suited to the needs of particular populations? Do these effects generalize to other areas of school learning, such as reading, social studies, and science?
Basic Skills in Urban Schools: A View From The Bilingual Classroom Concepcion Valadez Graduate School of Education University of California, Los Angeles	Since the second largest minority population served by many urban school districts is a bilingual population, what is the current state of the evidence about the effects of programs developed especially for bilingual students? What, if anything, does the evidence indicate about the effects of such programs on basic skills achievement?

School-Community Relations and The Urban School Dean Bowles Director Home-School-Community Project Wisconsin Research and Development Center for Cognitive Learning	What do we know or what can we learn about the influence of parental and community involvement in schooling on student achievement? How does parental and community involvement affect the teaching-learning process? If information is not available to answer these questions on even a tentative basis, what types of research are recommended to study this aspect of students' lives more effectively?
Frank Sobol Basic Skills Group National Institute of Education	Are there research and development products which have contributed to improved instruction and increased student achievement in basic school subjects in large urban school systems? What is the evident and how solid are the indications that use of these products has resulted in improved student achivement?
A Summary of The Conference Findings Edmund W. Gordon Director Institute for Urban and Minority Education Teachers College Columbia University	In light of the evidence produced by examination of these issues, what concrete recommendations can be made to school districts concerning the improvement of instruction and learning in basic school subjects? In light of the same evidence, what research and development agenda should be the focus of future study and program development?
Dr. Francis S. Chase, Director of Urban Education Dallas, Texas	Keynote Speaker for Conference Banquet: "Promising Developments in Urban Education"

--Harriet Doss Willis
Director
Urban Education Program

Effective Teacher-Support Systems To Improve Instructional Conditions in Schools

Joseph D. Liggins
Houston Independent School District

INTRODUCTION

These are times of change within cities and school districts. The times require new responses to solve educational problems. Urban school districts must initiate effective support systems to enable their human resources to respond more quickly and adequately to these social and educational changes. This by no means refers to teachers but implies that there is a rapidly increasing need to provide all district professional-level personnel with substantially increased opportunities for enhancing their job knowledge and skills. Districts in urban settings now have teachers who were trained by colleges and universities to teach in suburban settings. Due to the decline in student population, school districts also have a greater number of tenure personnel who must be renewed to meet the changing times in urban settings.

It appears that an additional function has been added to urban school settings. If colleges and universities have not prepared staff members

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JOSEPH LIGGINS is the former Assistant Superintendent for Staff Development, Houston Independent School District.

adequately to respond to this rapidly changing urban society and students are not achieving as desired, staff must be trained to respond to the changing demands of society, courts, economics, and politics.

I. DESIGNING THE SUPPORT SYSTEM

Adequate opportunity must be provided for all levels of professional staff members to be involved in the conceptualization of the support system and the processes and procedures for its implementation and evaluation phases.

II. MODEL FOR STAFF DEVELOPMENT

The three components of a Staff Development Model are (1) planning, (2) delivery, and (3) assessment or feedback system, (see Figure 1).

Planning

Training prior to program implementation usually occurs without the participation of all staff personnel. Those professional, paraprofessionals, parents, and students who are identified should participate in a pretraining program in which communication channels are established, goals, and objectives are set, and long-range plans are developed. Decision making, interpersonal communication, and group process skills are a valuable part of the pretraining program.

Needs Assessment

The needs assessment for staff development should be related to the long-and short-range plans of the individual schools. Each school should have a coordinator who serves part-time in a leadership role and collects data about curriculum and development needs. In the Houston Independent School

District (HSID), coordinators, principals, and areas superintendents meet with curriculum directors and representatives from the Staff Development Department to discuss development needs for the year. When schools with similar programs are grouped to share data, curriculum directors join the group related to their assignment--for example, the director of music meets with representatives from the music academies.

The Delphi Technique is employed to surface all needs and to establish priorities. Each group prepares a list of specific workshop topics, signs

Staff Development Model

Planning	Delivery System
Pretraining	Population
Needs Assessment	Sites
Planning Guide	Registration
Workshop Summary	Facilitation
Enrollment	Instant Feedback
Prescription	
Assessment	
Data Instrument	

Figure 1

that list, and presents its needs to the associate director for teacher development.

Planning Guide

The "Workshop Development Specifications" guide is used by the associate director for teacher development to coordinate the data on staff development needs collected from the target groups. An identification number is assigned to each title for use with registration, evaluation, and data processing. Since the topic has been suggested by representatives of the population to be served, approval to prepare specifications is already granted.

Computer printouts of Staff Development Department and Staff Development Bulletin are searched to discover if an earlier workshop has treated the same subject. If the workshop has been conducted previously, the evaluation report is analyzed to make revisions based on feedback from those who participated in the workshop. Decisions must also be made about resources, training format, facilities, capital equipment, expendable items, and revenue. The planning guide is shown in the Appendix.

A one-page workshop summary sheet is prepared to be reviewed by the administration. The summary sheet includes the title of the workshop, the name of the person with the overall responsibility, the computer code number, the objectives, the evaluation strategy, the activities, the resources required, and the context. The workshop summary sheet is reproduced as Figure 2.

INSERVICE INSTITUTE
WORKSHOP SUMMARY

Workshop Title _____ Overall Responsibility _____ Code ___

Activities Responsibility Resources Required

Date:

Time:

Place:

Participants:

Number: _____

Selected by: _____

On Duty Personnel: ___

Daily Rate of Pay: ___

Funding Source: _____

Figure 2

Enrollment

After the approval of the administrator in charge, pre-enrollment information is distributed. Then, when pre-enrollment data is computed, the delivery system is designed.

Delivery System

The population of the workshop and the activities planned will dictate the site, the floor space, the required parking, and the human resources. Pre-enrollment data and the workshop summary sheet should be used as a guide for registration procedures. If plans have been designed for 40 participants in workshop 1203 and only 30 participants pre-enrolled, then the registration desk should have available at registration time 10 workshop 1203 cards for participants who register late.

The workshop facilitators must participate in planning the complete workshop so that they are knowledgeable about all details. Channels of communication for participants must be opened, and the flow of communication should be consistent.

Assessment

Facilitators should have an adequate supply of evaluation forms. The evaluation strategy from the workshop summary sheet must be included. Participants are requested to rate the content and the process. The worth of the workshop and the effectiveness of the facilitator as judged by the participants are compiled by data processing. The facilitator must be able to receive negative and positive feedback and utilize that data to improve the workshop. These data are disseminated by the Staff Development Department of the administrator in charge, the facilitator, and others. These data are available for making decisions for future workshops and the employment of facilitators. The standard evaluation form is included in the Appendix.

While the staff-development model for the Houston Independent School District is based on input from staff and feedback for program change, it

does not address the change in behavior of participants. The model does not have the components for observation of participants prior to training and following training, nor does it assess student achievement as related to the change in behavior of the participant.

Ned A. Flanders (1960) reported on how the spontaneous behavior of a teacher affects learning in the classroom. while his report addresses teacher influence on pupil attitudes and achievement, it does not mention staff development or training. The independent variables in this research project were direct teacher influence, and the nature of the specific learning task. The dependent variables were the measures of learning, pretests, posttests, and delayed recall tests.

The three major hypotheses for Flander's study were:

1. Direct teacher influence restricts learning when a student's perception of the goal is confused and ambiguous.

2. Direct teacher influence increases learning when a student's perception of the goal is clear and acceptable.

3. Indirect teacher influence increases learning when a student's perception of the goal is confused and ambiguous. (p.19)

This two-year study analyzed data separately for gifted, average, and below average students. It was discovered that students who achieved the most were in classes which were exposed to flexible patterns of teacher influence (p. 109). (The flexible pattern had reference to periods of predominately indirect influence.) The data reflects that a "sustained above average pattern of direct influence restricts learning and produces less desirable attitudes." Data from this two year project will be used in an inservice training program for teachers. These data should be a part of training classroom management techniques.

While Ned A. Flanders' research project was concerned with teacher influence, Richard A. Gustafson and Thomas Owens' 1971 project, Children's Perceptions of Themselves and Their Teacher's Feelings Toward Them Related to Actual Teacher Perceptions and School Achievemnt, was conducted with 552 students in Grade 3 and 6. Five urban California schools with more than 50% of the student population being Mexican- American were used. The purposes of this study were:

1. To explore inter-rater agreement of children's perceptions of themselves and their teacher's feelings toward them related to actual teacher perceptions and school achievement, and

2. To document the relationship between the child's view of self, teacher rating of self-concept, achievement, and ethnic group membership. (p 1)

From this study it was determined that:

1. Differences between the ethnic categories in self-esteem and academic performance, inconsistent at grade 3, favored the Mexican-Americans at grade 6 and,

2. A consistently lower correlation was found for Mexican-Americans at both grades between "How I see Myself" and "How My Teacher See Me" than was found for non-Mexican-Americans.

It appears that the "Mexican-American child feels more independent of the teacher in considering his own worth than does the non-Mexican-American." Data from this study and the study by Flanders should be included in a teacher development support system for urban educators. Of equal importance to developing staff to understand their behavior and the student's perception of self is the assessment of staff and how to determine change in teacher performance after staff development (inservice).

III. STAFF OBSERVATION/ASSESSMENT

Of critical importance in reviewing and assessing support systems provided to teachers by their school system is an assessment of the role of staff-development training based on the competencies identified for the population to be served. There is a rapidly increasing need to provide all district professional level personnel, not just classroom teachers, with substantially increased opportunities for enhancing both the job knowledge and skills through a staff development program based on identified needs. Such a program should be designed to be responsive to the rapidly changing educational needs and other, related needs of urban settings.

One of the most important concerns of such a program is that adequate opportunity be provideo for all staff members to be involved in the staff-development program's conceptualization and design. An assessment instrument should be developed to reflect the job description for each role and the role incumbent should identify those activities that must be done in a given role.

Once a valid assessment instrument has been designed, it should be the foundation for staff development activities. That is, the program must assess the individual and design-training activities to develop the individual in areas where strength is required. These training activities should occur after on-the-job observation that identifies behavior where change is desired. In order to determine the worth of the training activity, a follow-up observation should be made.

Observing Teacher Behaviors

According to Homer Coker (Note 1, 1977) the Georgia Assessment of Teacher Effectiveness (GATE) instrument is an objectively administered, low infer-

ence system for observing teacher-student behaviors in ongoing classrooms. Items on GATE were drawn from five parent measures:

1. Teacher Practices Observation Record (TPOR) by Bob Burton Brown, University of Florida, Gainsville, Florida;

2. Observation Schedule and Record (OScR) by Donald M. Medley, University of Virginia, Charlottesville, Virginia;

3. Florida Climate and Control Systems (FLACCS) by Robert S. Soar, University of Florida, Gainesville, Florida;

4. Coping Analysis Schedule for Educational Settings (CASES) by Robert L. Spaulding, San Jose State Univeristy, San Jose, California; and

5. Spaulding's Teacher Activity Rating Schedule (STARS) by Robert L. Spaulding.

The Coker instrument, GATE, contains items that were reduced and adapted from more than 1,344 category and sign items on the 5 parent measures. It was used in 103 Carroll County Georgia classrooms in the Carroll County Competency Based Teacher Certification Program during the 1974-76 period. He states the items used on GATE are the most valid ones from 1,344 on the 5 measures cited.

The GATE instrument can be used to collect data in a classroom setting in approximately 10 minutes. Data collected can then be used to determine training needs. The same instrument should be used following training.

The GATE instrument could also be used to identify training needs or the teacher assessment instrument to discover training needs. The Houston

Independent School District based its Competency Based Teacher Development Program on its assessment instrument. (See Appendix)

IV. ASSISTANCE/FOLLOW UP

It is my thinking that if we are going to assess staff, then we should offer assistance to staff in order to improve performance in the classroom. It logically follows, therefore, that the support-system design must then include two key elements--the first, assessment (or evaluation) and the second, the assistance (or staff development) to improve.

The assistance program for a school district should identify roles for each professional. As stated earlier, the population to be served must play an active role in the conceptualization and design of the support system. The principal should assess the teacher on the formal instrument. The GATE instrument could be used by support personnel to observe in classroom settings.

Inservice education or staff-development programs should be tailored to meet the needs of the district and the individual school. According to William L. Smith, (Rubin, 1978) attention must be given to: leadership or the absence of leadership in the principal's behavior; staff behavior; and community expectations. Smith stated that "quality inservice education must pay considerable attention to how teachers feel about themselves, the materials they use, their children, and their communities." Smith also stated that inspired teaching can only come from inspired teachers and children most in need of inspired teaching are taught by teachers who have been alienated.

In order to reduce the alienation Smith refers to, the assistance program should range from help on site by supervisors to an intensive on-the-job

training program by staff development trainers. Adequate supervisory staff must be available to follow-up the training and use the GATE instrument to observe change in behavior or offer additional support as required. Rubin believes that "retraining should take place during the teacher's work day." HISD has mobile master teachers that replace teachers in the classroom for staff development training.

There is a 2-day phase-in period prior to the intensive staff development training for the teacher. At the conclusion of the training period there is a 2-day phase-out period for the mobile master teacher. Since supervisory-type personnel observe teachers prior to training and following training, they must participate in a 20-day period during the summer to assist in the development of training materials. As curriculum writers for the training modules, supervisors provide consistence in assessment, observation findings, and training packages.

V. A COMPETENCY BASED TEACHER DEVELOPMENT PROGRAM

HISD's Competency Based Teacher Development Program is made up of 27 individualized modules, developed around 4 general themes. There are from 4 to 6 modules related to each theme. The program is described on the pages that follow.

Diagnostic And Prescriptive Techniques

Assessing the classroom teaching climate. The purpose of this module is to review the means by which the classroom climate can be assessed. The way students feel about their teacher, their peers and their studies determines the classroom learning climate. Both the teacher and the student benefit when a comfortable learning atmosphere has been established.

The research work of Robert S. Soar and Ruth M. Soar (1976) on the relation between teacher behavior and pupil change is the source of data for this module. They examined 4 studies on teacher effectiveness and conclude:

1. Teachers should use conditioning principles and programmed learning to increase pupil achievement.

2. Open classrooms, by eliminating teacher restriction on pupils, will lead to increased growth.

3. Teachers should spend more time working at higher cognitive levels.

Trainers use the summary and conclusions from this research to generate discussions. Following this, discussion levels of expectations are discussed.

Teacher made tests. The intent of this module is to focus on improving the student performance through developing better teacher-made tests. Since each teacher is charged with the responsibility of determining the entry and exit levels of each student under his or her supervision, accurate assessment should be utilized in determining each student's growth.

Standardized test. This module deals with an analysis of standardized tests and their usefulness to classroom teachers. A standardized test may be thought of as a measuring device which will yield reliable and valid scores--scores made meaningful by their relation to a relevant criterion group.

Since HISD's students population is 65% minority and the professional staff is 75% majority, Hjordis G. Ohberg's (1970) study, Achievement of LSE Black Children with Teachers of Different Sex Ethnic Identity, was valuable for the Competency Based Teacher Development Program. The findings and conclusions of this study generate much discussion on the part of teachers. The conclusions drawn from the data are:

1. Achievement of pupils taught by a given teacher differ markedly from year to year even when comparisons are made for like sex and ability groups.
2. Nonsignificant gains in reading and significant gains in arithmetic generally held for both years.
3. There were no significant differences attributable to pupil ability although girls of high ability outperformed boys of high ability; the reverse was true for pupils of low ability.
4. Achievement gain in arithmetic was found more frequently for pupils taught by the sex opposite to their own.
5. Achievement gain in arithmetic was found to be related somewhat less consistenly to teacher race than to teacher sex, but when teacher race was significantly related, higher gains were generally found for pupils taught by teachers of the opposite race.
6. Neither arithmetic nor reading gains were found to be related to teacher age.

Once these data are shared with teachers and heated discssion settled, teachers find a renewed interest in the Iowa Tests of Basic Skills. Many participants return to training the following day to prove points from the previous day's discussion.

Grading. The purpose of this module is to alert teachers to the dangers of inept evaluation procedures and to present a practical and humane procedure concerning evaluation of students.

Classroom Management Techniques

This cluster of modules is designed to develop those organizational and management competencies which will help the teacher to establish a

maximally effective learning environment. Emphasis is placed on classroom control and the interaction process, modification of student and/or teacher behavior through positive reinforcement techniques, appropriate motivational strategies, diversified grouping procedures, verbal and non-verbal communication skills in multi-ethnic settings, and efficient utilization of support personnel.

Modules included in the cluster are as follows:

Methods of effective motivation. In this module the point of view is that the school and the teacher should organize the physical and social environments, and consider their impact on the student and his or her desire to learn.

Curriculum writers used the study by Richard M. Clark (1975) to develop this module and its related training materials. This study was conducted in 7 elementary schools in New York City and was the third phase of a research effort that began in 1970. In the study, an attempt was made to discover if schools judged to be high or low in pupil achievement in phase one and two would appear to be the same in phase three.

The following 7 characteristics emerged as likely to be related to high-achieving schools:

1. Teachers manifested better rapport with students.
2. Teachers exercised more effective control of pupils.
3. Teachers engaged in more extensive preparation of lessons.
4. Reading instruction was at a more appropriate level for the needs of pupils.
5. Teachers provided for more extensive regrouping within the reading period.
6. Teachers provided for more extensive use of materials in the reading program.

7. The sources of leadership in instruction in reading were more forceful and positive.

While the characteristics listed above reflect teacher behavior, the items on the observation form did include program emphasis, pupil behavior, and facilities.

Classroom control and discipline. This module is designed to help the teachers identify methods or strategies they presently employ and to help them become acquainted with other approaches to maintaining the control needed for a good teaching-learning environment.

Enhancing positive attitudes toward self and others. The purpose of this module is to allow teachers to assess their teaching selves. The focus is on behavior modification of both teacher and student by enhancing positive attitudes.

Aids to instruction. The activities in this module address the task all teachers face at the beginning of every quarter or semester, when they must decide what materials to use, how to organize their class for instruction and what overall goals they want to achieve, maintain, and evaluate for the term.

Teacher Effective Strategies

This cluster of modules instructs teachers in those strategies that will lead to more effective teaching. Several strategies have been identified--that is, identifying student learning modes, developing skills for inductive and deductive thinking, and using feedback to establish an awareness of student's interests, needs, and abilities. Other activities within the cluster support the development of appropriate evaluation

techniques for teaching strategies and growth of the professional educator.

Modes of teaching. This module is intended to familiarize the participant with learning modalities and ways to determine the characteristic learning modes of students. The 1973 research project by Robert F. Peck and Donald J. Veldman, Personal Characteristics Associated with Effective Teaching, was used in this module "to identify individual characteristics of attitude, conceptual style, and personality that may be significantly related to teaching effectiveness" (p. 1).

Solving techniques in instruction. Due to the fact that the emphasis in learning has moved from rote memorization of facts to the development of problem-solving skills, teaching strategies must include deductive and inductive thinking and problem-solving techniques. These skills can be applied to a broad range of obstacles confronting students in living.

Effective instruction through the use of feedback and communication. Effective feedback makes students feel that their ideas and feelings are respected, understood, and accepted. In turn, it fosters further communication, and communication leads to the identification of real problems and starts the problem-solving process, but leaves the responsibility with students to become their own problem-solvers.

Microteaching and other self-evaluation techniques. This module helps the teacher exercise ways of analyzing methods of instruction. If the results of instruction have been successful, the teachers will know what they are doing correctly and be enabled to continue in that direction. The converse is true if the results have been unsuccessful.

Trends in education and professional growth. This module familiarizes

the teacher with the latest ideas in a particular teaching field and in education in general. The participants will be given the opportunity to discuss with their peers the merits of current ideas and how they might incorporate them into a particular situation.

Identifying and evaluating classroom media. Since each individual has a preferred learning style, it is an advantage to incorporate various instructional media that will accomodate these styles.

Interdisciplinary Team Building

Interpersonal communication within a group. The purpose of this module is to acquaint teachers with the knowledge needed to develop a positive self-concept, and fundamental skills needed for group work.

Organizing an interdisciplinary team. The purpose of this module is to provide the teacher with the knowledge of what interdisciplinary teaching is and what is necessary to organize an interdisciplinary team. It is assumed that 2 to 4 teachers will work through this module at the same time, although many activities can be accomplished on an individual basis. The interdisciplinary approach permits a group of instructors, representing diverse disciplines, to construct and present a structure of interrelated concepts and ideas. It can be introduced in a traditional setting with present frameworks and requires only imagination and enthusiasm.

Managing an interdisciplinary team. The purpose of this module is to acquaint teachers with the knowledge needed to participate in an interdisciplinary team. It is based on the premise that educators must learn to communicate across cultural, ethnic and racial lines, and that it is important for teachers from different ethnic backgrounds to recongnize

the existence of different value systems.

Multicultural Awareness

Self-assessment inventory (not a module). Each teacher seeks answers to such questions as, Who am I? What values do I place on others relative to my own? What would I like to be? What can I do to achieve this goal? Teachers develop a more thorough recognition of self and thereby strengthen the student.

Community-analysis field study. The maximum effectiveness of a school depends on how positive contributing facets of the community can be--economic levels of resident families, ethnic and racial composite, institutions, recreational facilities, professional inhabitants and agencies including social, service, welfare, and so on. This module deals with these facets and their decided effects upon shaping and controlling behavioral patterns of school children.

Cultural communication I. Educators must learn to communicate across cultural, ethnic, and racial lines. It is important for teachers from different ethnic backgrounds to recognize the existence of different value systems.

Cultural communication II. This cluster is intended to make teachers aware of the existence of different value systems working within the classroom and be able to facilitate the students' adjustment into the school culture.

Multi-lingual teaching techniques. This module offers some insights into teacher and student needs as well as teacher and student assistance in the interest of increasing help for all teachers of non-English speaking monolinguals. Teachers have the assistance of such language teaching techniques on an Emergency Spanish Kit, and a Resource Guide.

Materials media. This module is intended to expose the participant to the newest media and materials available and to provide guidance in examining the various media items for positive multicultural awareness.

Positive self-concepts. This module will explore the meaning of self-concept and how it relates to developing educational experiences.

Developing Instructional Modules

Writing behavioral objectives. This Writing Behavior Objective module is designed to assist the teacher in developing and implementing behavioral or instructional objectives. Teachers will see that their success is related to their ability to transmit skills and knowledge to others through reliable behavioral objectives.

Selecting content. This module is designed to help teachers develop those essential behaviors which will allow them to treat subject content in ways to maximize student achievement. A prerequisite for this module is to have satisfactorily completed "Writing Behavioral Objectives."

Developing tests. This module is designed to help the teacher improve accountability by developing skills in preparing valid classroom tests. There are two prerequisites to this module:

1.0 Successful completion of the module Writing Behavioral Objectives and

2.0 Successful completion of module Selecting Content

Presentation modes. This module is designed to assist the teachers in using a variety of strategies and techniques in the presentation of their instructional materials. Further, the module is designed to show the participants how many modes of presentations can be used and are being used in many classrooms.

Putting it all together. The purpose of this module is to help the teacher blend the separate and distinct components into a completed module. Prerequisites for this module are: Writing Behavioral Objectives, Selecting Content, Developing Tests, and Presentation Modes.

Revising and validating. The purpose of this module is to work through some steps useful for validating the module written for a specific area. Procedures for making revisions are considered within the module.

The training package outlined above are generic skills and are applicable to both elementary and secondary teachers. The approach used by HISD in training elementary and secondary teachers changes slightly. At the secondary level interdisciplinary teams are taught to plan together for their students. Elementary classroom teachers and ancillary teachers are trained in the collaborative training model.

The interdisciplinary team at the secondary level consists of one mathematic, one science, one English, and one social studies teacher from the same school. They are trained to plan together for students and to cross-reference their teaching materials for greater student achievement. The elementary teams consist of a reading specialist, mathematics specialists, and grade-level teachers. They are trained to plan together for pupils who must leave the regular classroom for assistance by the specialists. This provides for learning on a continuum for the pupil.

VI. A BASIS FOR FUTURE STUDIES

The HISD Staff Development Program seems to be in agreement with Charles A. Speiker's conclusions:

1. Teachers must be given time and other resources with which to assess their professional needs and to carry on improvement activities.

2. The continuing education of the teacher should bear directly upon the problem he or she encounters in his or her work.

3. Teacher in-service education should emphasize instructional alternatives rather than single methods.

4. Most in-service education activities should be carried on within the setting in which the learners normally work together.

5. A systematic program must be developed...and

6. Teachers should be asked to compare their goal with their actual results. (p. 254-261)

While most of the things listed by Speiker are occurring in most assistance programs, little has been discussed about change in student achievement as a result of staff development. Current data is needed to discover if a Competency Based Teacher Development Program, such as HISD's, really does make a change in student achievement.

Data is available to show that student and teacher behavior do change, once the teacher participates in an intensive training program. If change has occurred in observable behavior, then change should occur in achievement.

Urban students seem to enter school with a wealth of experiences that are not utilized by teachers. For instance, they are skilled at counting

money, yet are often required to count popsickle sticks. They are mature in language, but are required to read passages such as, "Run Spot, run, run, run," or "See Spot, see Sam." What are we doing in classrooms to cause students to have a low self-concept and how are we influencing their attitudes toward learning?

While Soar and others cited earlier in this paper have research data related to influence and attitudes, how can we make these data a part of the curriculum for children and teacher-renewal programs?

REFERENCE NOTES

Note 1. Coker, H. Georgia assessment of teacher effectiveness. Unpublished paper at West Georgia College, Carrolton, GA., 1977.

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Gustafson, R. A., & Owens, T. Children's perceptions of themselves and their teacher's feelings toward them related to actual teacher perceptions and school achievement. Paper presented to the 51st Annual Meeting of the Western Psychological Association, April 22, 1971. (ERIC: ED053848 RC005537)

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APPENDIX

PLANNING GUIDE: WORKSHOP DEVELOPMENT SPECIFICATION

I. Title (name) _____

II. Program (or activity) required for: _____

III. Identification (EDP) number: _____

IV. Principal Objectives: _____

_____

_____

_____

_____

V. Specification approvals

A. Workshop requested (or initiated) by: _____

_____

B. Specification prepared by: _____
Date: _____

C. Initial approval by: _____
Date: _____

D. Final Approval by: _____
Date: _____

VI. Proposed data of first usage: _____

VII. Type of workshop

A. ____ New (first time)

B. ____ Based on revised specification

C. ____ Previous specification date

VIII. Related considerations and comments: _____

_____

_____

_____

IX. Administration (management) sub-system

A. Division (department/group) sponsoring workshop: _____

_____

B. Other HISD divisions (department/groups) who will

1. Assist in developing this specification:

_____ Role: _____

_____ Role: _____

_____ Role: _____

2. Assist in sponsoring the workshop:

_____ Role: _____

_____ Role: _____

_____ Role: _____

C. Outside advisory group(s) assisting in developing this specification:

Name	Title (Pos.)	Organization

D. Type of public relations program required:

1. Proposed scope and nature: _____

_____

_____

_____

2. Proposed contact frequency: _____

_____

_____

_____

X. Staff (personnel) sub-system

A. Total staff required to conduct workshop:

1A. Name: _____

1B. Title (or position): _____

1C. Organization: _____

1D. Credentials: _____

1E. Special qualifications: _____

1F. Workshop role (or responsibility: _____

_____

_____

B. Will formal degree credit be given for the workshop?

____ Yes ____ No

C. Will evaluation sheets be given all participants?

____ Yes ____ No

D. Will CEU credit given all participants?

____ Yes ____ No

XI. Trainees sub-system

A. Type: _____

_____

_____

_____

B. Anticipated number (total):

1. Each workshop: _____
2. Each succeeding year (all workshops): _____

C. Anticipated enthnic ratios (average):

White _____% Black _____% Brown _____%

D. Transportation to training site:

1. _____ Own car
2. _____ Transported

E. Luncheon provisions:

1. _____ Optional with each trainee
2. _____ Facility lunch room
3. _____ Catered in (program funded)
4. _____ Catered in (trainee funded)

XII. Program (curricula) sub-system

A. Workshop length:

1. Hours per day: _____
2. Total number of days: _____
3. Total number of hours: _____

B. Subject materials to be covered (workshop outline):

1. First Day:

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____

2. Second day:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

3. Third day:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

4. Fourth day:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

5. Fifth day:
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____
   g. _____

C. Tests (quizzes/exams) required:
   1. Pre-test(s): _____
      _____
   2. Interim test(s): _____
      _____
   3. Post-test(s): _____
      _____

D. Instructional technologies to be used:
   1. Tutorial form: _____% of total effort
   2. Large work group: _____% of total effort
   3. Small work group: _____% of total effort
   4. Self study: _____% of total effort

XIII. Facilities sub-system

A. Location where workshop is to be given: _____

B. Type of facility: _____
   _____

C. Size of facility required (total number of persons):
   _____

D. Services needed:
   1. ____ Air conditioning
   2. ____ Special lighting
   3. ____ Lightproofing (for projection)
   4. ____ Special electric power requests
   5. ____ Other (specify): _____

E. Owner of facility:
   1. HISD: _____
   2. Rented/leased from: _____
   3. Loaned from: _____

F. Is parking adequate? ____ Yes ____ No

G. Is night usage recommended? ____ Yes ____ No

H. Is a continguous locked storage area available?
   ____ Yes ____ No

XIV. Capital equipment sub-system

A. Number of chairs required: _____

B. Number of work tables required: _____
   (Based on how many people/table?) _____

C. Is lecturn required? ____ Yes ____ No

D. Number of small equipment tables required: _____

E. Is P.A. system required? ____ Yes ____ No

F. Multi-media equipment required:
   1. Overhead projector: _____ ea.
   2. 35 MM slide projector: _____ ea.
   3. 16 MM movie projector: _____ ea.
   4. 8 MM movie projector: _____ ea.
   5. Tape recorder (R/T/R): _____ ea.
   6. Tape recorder (cassette: _____ ea.
   7. Record player (multi-speed): _____ ea.
   8. Tape recorder (video): _____ ea.

G. Is chalkboard/flip chart required? ____ Yes ____ No

XV. Expendable items sub-system

A. Multi-media materials and devices:
(films, tapes, slides, overhead, books, booklets, records, etc.)

Item	Quantity	Unit	Description	Unit	Total

B. Expendable (consumable) materials
(paper, tape, workbooks, chalk, pencils, pens, etc.)

Item	Quantity	Unit	Description	Unit	Total

C. Related purchase, storage and utilization considerations:

_____

XVI. A. Total program cost (based on prior sub-system categories):

1. Administration $ _____
2. Staff
   a. HISD $ _____
   b. Non-HISD $ _____
3. Trainees
   a. Per Diem (salary) $ _____
   b. Transportation $ _____
   c. Per Diem (motel/meals) $ _____

4. Programs
   a. Development $ _____
   b. Evaluation $ _____
5. Facilities (rental/lease) $ _____
6. Capital equipment $ _____
7. Expense items $ _____
8. Other (see attached schedule)

Sub-total #1 $ _____

B. Charges levied by other departments or groups on a composite basis $ _____

GRAND TOTAL $ _____

C. Sources of funds

1.	Local	$	(% of Grand Total)
2.	Federal	$	(% of Grand Total)
3.	State	$	(% of Grand Total)

STAFF DEVELOPMENT PROGRAM ACTIVITY RATING FORM

Course Number _____ Semester_____

Directions: Read each of the following statements or questions and place a check next to the answer that most nearly describes your opinion. Answer all questions.

COURSE EVALUATION

1. How much do you feel you have profited from the activity?	Nothing	Little	Some	Much	Very Much
	____	____	____	____	____

2. To what extent have you learned specific skills, processes, or techniques which you can Implement?	None		Some	Much	Very Little
	____		____		____

3. To what extent did this activity stimulate your enthusiasm to try different ideas or approaches?	None		Some	Much	Very Little
	____		____		____

4. To what extent have you gained insights and concepts that enhance your job performances?	None	Little	Some	Much	Very Much
	___	_____	___	___	___
5. To what extent has this activity expanded your understanding of your job?	None	Little	Some	Much	Very Much
	___	_____	___	___	___
6. Indicate the adequacy of: Facilities	Inferior	Poor	Average	Good	Superior
	_____	___	_____	___	___
7. Indicate the adequacy of: Materials	Inferior	Poor	Average	Good	Superior
	_____	___	_____	___	___
8. Check satisfaction with length of time of this activity.	Too Short		Adequate		Too Long
	_____		_____		_____
9. Would you recommend this activity to others?		___	No	___	Yes
10. Was this activity conveniently		___	No	___	Yes

COURSE RATING FORM

INSTRUCTOR EVALUATION EVALUATION: (Additional comments can be made below.)

1. Indicate the degree to which the facilitator(s) appeared: Knowledgeable	Inferior	Poor	Average	Good	Superior
	_____	___	_____	___	_____
2. Indicate the degree to which the facilitator(s) appeared: Knowledgeable	Inferior	Poor	Average	Good	Superior
	_____	___	_____	___	_____

3. Would you take another activity ___ No ___ Yes

4. Would this course have been more meaningful to you had another resource person(s) conducted this activity ___ No ___ Yes

5. Indicate the adequacy of teaching techniques used

	Not Used	Inferior	Poor	Average	Good	Superior
Lectures	___	___	___	___	___	___
Illustrations Lectures	___	___	___	___	___	___
Demonstrations	___	___	___	___	___	___
Observations	___	___	___	___	___	___
Interviews	___	___	___	___	___	___
Guided Practices	___	___	___	___	___	___
Large Group Discussions	___	___	___	___	___	___
Laboratory	___	___	___	___	___	___
Small Group Discussions	___	___	___	___	___	___
Role Playing	___	___	___	___	___	___

Handouts ___ ___ ___ ___ ___ ___

Others (Be specific): ___ ___ ___ ___ ___ ___

_____

Comments (Be specific):_____

_____

_____

_____

_____

_____

_____

_____

TEACHER/PEER GROUP*

INSTRUCTIONAL COMPETENCIES

1. Teaches basic concepts for grade level and/or subject level.
2. Demonstrates a working knowldege of subject matter.
3. Plans activities for students' individual needs.
4. Implements instructional programs compativle with prepared plans.
5. Prepares and/or used various methods and techniques to present subject matter and encourage student participantion.
6. Gives well-defined instructions to students.
7. Adjusts classroom procudures and revised lesson plans to compensate for unexpected changes.
8. Prepares, administers, and utilizes tests as an instructional tool.
9. Adapts to new teaching methods and current trends in stubject field(s).
10. Establishs open communications with parents.
11. Maintains a physical environment which is conducive to learning.

INTERPERSONAL RELATIONSHIPS AND DISCIPLINE

1. Develops orgainzes, and implements a system for classroom management.

2. Encourages students to become self-disciplined.

3. Promotes positive self-image in students.

4. Is consistent and empathetic in the treatment of students.

5. Has a functional understanding of the culture in which the student lives.

6. Assumes responsibility for assisting with overall discipline of students within the school.

7. Practices good human relations.

EXTRA CO-CURRICULAR ACTIVITIES

1. Performs assigned duties as provided in Section 3 of the Teacher's Contract.

CLERICAL DUTIES OF TEACHERS

1. Prepares and submits accurate enrollment and attendance cards.

2. Grades and returns students' papers within a reasonable time.

3. Averages and prepares grades for reporting to parents.

4. Prepares grade book with names of students and all pertinent student data.

STAFF DUTIES

1. Complies with district and building rules and regulations.

2. Is thoroughly familiar with school goals and programs.

3. Works with appropriate staff and resource people for students' optimum mental and physical development.

4. Assumes responsibility for supervision of students.

5. Evaluates textbooks and audiovisual materials.

6. Participates in special assessment, recognition, and consideration to students.

7. Assumes the responsibility for the care of and accountability for school equipment.

PERSONAL CHARACTERISTICS

1. Exhibits overall positive approach.

2. Demonstrates self-control.

3. Demonstrates a command of the English language.

4. Is punctual.

5. Is well groomed.

PROFESSIONAL GROWTH

1. Keeps abreast of educational developments on the national, state, and local levels.

2. Researches for enrichment and completeness of teaching program.

*1. through 1.7.2 must be completed for all Teacher/Peer Group Members. Additionally the appropraite section in 2.0.0 must be completed for appropriate support personnel.

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